

ENGLISH

Assessment Tasks

Listening
Reading Grammar
Vocabulary Writing
Speaking

VII



PROSVESHCHENIYE
PUBLISHERS

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Учебное издание

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АНГЛИЙСКИЙ ЯЗЫК

Контрольные и проверочные задания VII класс

**Учебное пособие для общеобразовательных организаций
и школ с углублённым изучением
английского языка**

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ПРЕДИСЛОВИЕ

Предлагаемое вашему вниманию пособие является дополнительным компонентом к действующему учебно-методическому комплексу по английскому языку для VII класса общеобразовательных организаций и школ с углублённым изучением английского языка авторов О. В. Афанасьевой и И. В. Михеевой. Учебник получил рекомендацию Министерства образования и науки Российской Федерации, достаточно хорошо зарекомендовал себя в школе и успешно используется на уроках английского языка.

Учебно-методический комплект для VII класса традиционно состоит из следующих компонентов: учебника, аудиокурса к учебнику, рабочей тетради, книги для чтения и книги для учителя. Аудиокурс, электронное приложение и дополнительные материалы размещены в электронном каталоге издательства «Просвещение» на интернет-ресурсе www.prosv.ru на сайте www.prosv.ru/umk/vereshchagina. Многочисленные встречи с учителями, их неоднократные просьбы убедили авторов в необходимости создания ещё одного компонента — пособия, содержащего контрольные и проверочные задания, которые могли бы помочь оценить знания учащихся.

Пособие состоит из нескольких частей. Предлагаемый в нём материал соотнесён с блоками учебника для VII класса и основан на привычных для учащихся видах работы, которые они выполняли на протяжении всего периода обучения в VII классе. При этом задания для учащихся VII класса состоят только из контрольных заданий, которые не являются тестами в строгом смысле слова и не основываются на правилах составления настоящих научных тестов с математической обработкой данных.

Выполнение заданий оценивается по следующей схеме: если учащиеся выполнили две трети работы ($\approx 65\%$), то она может быть оценена «удовлетворительно»; оценка «хорошо» ставится в случае выполнения 80% работы; оценка «отлично» предполагает выполнение 95—100% работы.

Контрольные задания, предлагаемые учащимся в VII классе, имеют достаточно сложное построение. Каждый тест включает в себя текст на аудирование с заданиями на проверку понимания. Специальные материалы нацелены на проверку знания фразовых глаголов, общего вокабуляра, вокабуляра по пройденной теме и т. д. Как и в VI классе, учащимся предлагаются специальные задания на проверку знания форм глаголов и написание слов в орфографии по предлагаемой транскрипции. Заключительный тест (Final Test) представляет собой итоговые контрольные материалы за год.

Так как Unit 5 имеет иную по сравнению с другими блоками структуру, контрольные задания к нему не предполагаются. Этот блок носит познавательно-развлекательный характер, проводится в преддверии Рождества и Нового года и даёт учителю возможность создать праздничную обстановку на занятии и провести его нестандартно.

В конце пособия приводятся скрипты к текстам на аудирование и ключи ко всем заданиям.

Учитель может давать задания как целиком, так и выборочно.

Надеемся, что данное пособие окажется полезным для учителей английского языка, работающих по указанному учебно-методическому комплексу.

Предлагаемое пособие также может быть рекомендовано изучающим английский язык по учебникам других авторов, так как оно даёт возможность самопроверки с использованием ключей и содержит дополнительный материал по многим темам школьного курса.

TEST TO UNIT 1*

1. Complete the sentences.

1. The official name of our homeland is _____. 2. The lower House of the Federal Assembly is _____. 3. The Head of the Russian Federation is _____. 4. The original name of the city founded on the Neva banks by Peter the Great is _____. 5. Moscow was founded in _____.

2. Write what places of interest one can see in Red Square.

1. St. B _____
2. the Monument to _____
3. Lob _____
4. the Sp _____
5. the State H _____
6. the State D _____

3. Write when these holidays are celebrated in Russia.

1. Russian Independence Day
2. New Year's Day
3. Victory Day
4. Women's Day
5. Day of Spring and Labour
6. Country Defendant's Day
7. Orthodox Christmas

4. Write questions which are often asked about Russia by British teenagers.

1. what/national hobbies?
2. the Russians/read much? What books/read?
3. the Russians/like to sit down for a nice long chat?
4. you/a nation of sport lovers?
5. how/celebrate national holidays?
6. you/keep up traditions?
7. the Russians/very hospitable?
8. what/the main symbol of Russia?

* Так как блок 1 не содержит новой лексики, задание на проверку написания новых слов в нем не предлагается.

5. Write 6—10 sentences about some famous writer, poet, film star, etc. of Russia.

6. Open the brackets to make the story complete.

Successful Female Reporter

One hundred years ago, if you (be)¹ a girl, nobody even (think)² of asking you what you (want)³ (be)⁴ when you (grow)⁵ up. Women (expect)⁶ (stay)⁷ at home. When Elizabeth Cochrane (decide)⁸ in 1885 that she was going (be)⁹ a reporter, she (know)¹⁰ she (have to)¹¹ (fight)¹² for herself as well as for all people whose stories she (intend)¹³ (tell)¹⁴.

As women in those days seldom (work)¹⁵ for newspapers Elizabeth (give)¹⁶ a pen name. She (choose)¹⁷ "Nellie Bly", the name of a song which everyone (sing)¹⁸ at the time. And it wasn't long before Nellie Bly the reporter (know)¹⁹ as well as the song. With her pen she (try)²⁰ (help)²¹ the poor and (fight)²² for them writing stories.

But her best story was what she (make)²³ out of her own life. She (show)²⁴ that the pen really is mightier than the sword and she (lead)²⁵ the way for women into journalism.

7. Complete the verb chart.

1.		say		
2.				learning
3.			spoke	
4.				seen
5.			made	
6.				doing
7.		beat		
8.	становиться			
9.	держатъ, хранить			
10.				hurt

TEST TO UNIT 2

1. Spell the words.

- | | | |
|--------------------|-----------------|-----------------|
| 1. ['nəlaɪz] | 5. [ɪn'tɜ:pntə] | 8. [rʌd] |
| 2. [aɪsə'leɪn] | 6. ['ævərɪdʒ] | 9. [əʊld'fæfnd] |
| 3. [dɪsə'pɔɪntɪd] | 7. [n'leɪtɪd] | 10. ['ɑftəwədʒ] |
| 4. [vəʊ'kæbjʊləri] | | |

2. Listen to the story "Does It Make Any Difference?" and put a tick in the right column. Make sure you know these words and expressions.

- sunset — закат
- in the distance — на расстоянии
- lean down — сгибаться, нагибаться
- pick up — поднимать
- starfish — морская звезда

Statements:

1. John was walking down the beach.
2. John saw a man throw something into the ocean.
3. John didn't say anything to the man.
4. John began throwing starfish into the ocean.
5. The man said he didn't want the starfish to die.
6. John was sure that helping those starfish didn't make any difference.
7. The man said his help made a difference to those starfish which he had helped.

True

False

<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>

3. Read the text and choose the right statements among those given after the text.

What Is Language?

A language is not "a lot of words and grammar". A language is the means by which one person expresses his thoughts and feelings to another person so that he understands them.

3 A language can be made up of signs, or sounds, facial expressions, or just gestures or bodily actions. Or it can be all these things taken together. When you have something to say, you not only speak, you make gestures and change the expressions of your face.

As civilizations grew older, people began to live in large groups, life became different, people learned more and more new things, languages also became less primitive. But surprisingly enough, we do not really know how languages began. Some think they began from the natural cries that people made to express surprise, happiness or pain. Others think languages began by imitation of the sounds of animals. And it is possible that each of these methods had a part in the beginning of language.

We know that practically all the languages spoken on earth today come from several ancient languages. The ancient language with all the languages coming from it is called a "family" of languages. English is also a member of the Indo-European family of languages. Other members of this family are such languages as French, Italian, German, Norwegian, Russian and Greek.

Statements:

1. a) A language includes only words and grammar rules. b) A language includes more than words and grammar rules.
2. a) We need languages for communication.* b) We need languages only for self-expression.**
3. a) Primitive civilizations have rather primitive languages. b) Primitive civilizations do not have any languages.
4. a) People know that languages began from the natural cries of primitive people. b) People have several theories about the beginning of languages.
5. a) Languages are united into families by their origin. b) Languages are united into families by the territories on which they are spoken.
6. a) The Indo-European family includes only languages spoken in western Europe. b) The Indo-European family includes languages spoken in western, eastern and southern Europe and in Asia.

* communication [kə'mju:nɪ'keɪʃn] — общение

** self-expression [ˌselfɪk'spreʃn] — самовыражение

4. Insert the right words to complete the sentences with the verb to get.

1. We get _____ very well with our new neighbours; they are very nice people. 2. In winter, when it's dark it is so difficult to get _____ in the morning. 3. I asked the bus driver where I should get _____. 4. Look at the time! Let's get _____ to business. 5. I can't get _____ my dislike of snakes. 6. If the information gets _____, you'll be very sorry about it. 7. Jack is a terrible boy, he has got _____ with my keys again.

5. Complete the sentences using the new words.

1. — Why does he speak French so fluently? — Because it's his mother t _____. 2. Don't be d _____ about the results of your test: next time you'll do better. 3. I always use English-English dictionaries and find them very h _____. 4. I don't like learning words in i _____. I prefer to learn them in sentences or word combinations. 5. They invite the best i _____ to work at international conferences. 6. An a _____ Russian should know at least one foreign language. 7. May I answer the questions now and write the spelling dictation a _____? 8. The words "fashion" and "fashionable" are r _____. 9. He p _____ his English very hard and soon became quite fluent in it. 10. The day will come when I will r _____ my dream. 11. It's a _____ two o'clock. Let's have lunch. 12. This textbook is full of d _____ exercises. They help us to remember grammar rules better. 13. If you use the right intonation and v _____, you'll never sound r _____, you'll sound polite.

6. A. Write the plural for each noun.

1. gas 2. bath 3. waltz 4. penny 5. roof 6. grapefruit 7. schoolchild 8. deer 9. sheep 10. woman

B. Write the singular for each noun.

1. wives 2. men 3. teeth 4. mice 5. days 6. watches 7. armies 8. fish 9. swine 10. oxen

7. Open the brackets to make the story complete.

The Artist

There was once a king who (love)¹ graceful cats very much. He (ask)² the court artist (paint)³ a picture of a cat for him. For one year

he (wait)⁴ and still the artist (not, bring)⁵ him the picture. In a rage, the king (run)⁶ into the artist's studio and (want)⁷ (see)⁸ the artist. Quickly the artist (bring)⁹ paper, paints and brushes. In five minutes a perfect picture of a cat (appear)¹⁰ from his wonderful brush.

The king (get)¹¹ purple with anger and (say)¹², "If you (can)¹³ (paint)¹⁴ a perfect picture of a cat in five minutes, why you (keep)¹⁵ me waiting for over a year?"

"(Come)¹⁶ with me," (ask)¹⁷ the artist. He (lead)¹⁸ the king to his back room. There piles of paper* (lie)¹⁹ everywhere and on every sheet there (be)²⁰ a picture of a cat.

"Your Majesty," (explain)²¹ the artist, "it (take)²² me more than one year (learn)²³ how (paint)²⁴ a perfect cat in five minutes."

Life is short, art is long.

8. Put in the articles where necessary.

1. dictionary is a reference book.
2. bread on dish smelled delicious.
3. Robert is truck driver.
4. Paula hit ball over wall.
5. Have you tasted soup?
6. earth is planet, but sun isn't.
7. John saw ring on floor.
8. ring was made of gold.
9. I don't think you gave me right answer.
10. It's book Bob advised me to read.
11. — Let's have break. — What good idea.

9. Express the same in English.

1. Не покупай это платье. Оно выглядит старомодным.
2. Я люблю овощи и фрукты.
3. У тебя дома есть словари?
4. Я никогда не работал переводчиком на конференциях.
5. Ник сказал, что жалеет о том, что он разочаровал вас.
6. Если Алиса не будет практиковаться в английском, она не сдаст экзамен с хорошей оценкой.

10. Complete the verb chart.

1.			gave		
2.		buy			

* piles of paper — стопки бумаги

3.				taken	
4.	получать				
5.		drill			
6.		relate			
7.				understood	
8.	лежать				
9.		blow			
10.					laying

TEST TO UNIT 3

1. Spell the words.

- | | |
|----------------|--------------|
| 1. ['ʃiəfʊli] | 6. ['strʌgl] |
| 2. [rɪ'ɡretɪd] | 7. [bəʊl] |
| 3. [fɜ:m] | 8. [ʃeə] |
| 4. ['waɪndɪŋ] | 9. [rɪ'peə] |
| 5. [nɒk] | 10. ['kændl] |

2. Listen to the story "Little Rose" and choose the right item to complete the statements that follow. Make sure you know these words and expressions.

- at least — по крайней мере
- to exchange sth for sth — поменять что-то на что-то
- to pick sth out — выбрать что-то
- we could move heaven and earth — мы могли бы перевернуть землю (и небо)

Statements:

1. The story is told by Rose's _____.
a) mother b) father c) friend
2. Rose told her parents that she wanted a new _____ for Christmas.
a) doll b) doll's house c) bike

3. Rose _____ mentioned the bike till December 23rd.
a) seldom b) never c) often
4. On Christmas Eve, at 9 o'clock in the _____ Rose's parents could think only of the bicycle.
a) morning b) afternoon c) evening
5. Willy was _____.
a) older than Rose b) younger than Rose c) Rose's age
6. Rose's father worked on the model of the bike _____.
a) in the morning b) in the afternoon c) at night
7. Rose's Christmas present was in a little _____ box.
a) silver b) green c) yellow
8. The model bike was _____.
a) red and white b) black and white c) red and blue
9. Rose _____ her new model bike.
a) liked b) was disappointed with c) wanted to exchange
10. Rose's parents _____ their daughter's reaction.
a) didn't notice b) hated c) were surprised by

3. Read the text and complete the statements after it.

What Do We Know About ESP?

How do we know what is going on in the world around us? We use our senses. Through them we can see, hear, feel, smell and taste.

But there are some scientists who believe that man can get information without the use of senses. They think that human mind* has enough powers that have not yet been understood, and so it is possible to get information that has not passed through the senses.

The process is called "extrasensory perception", or ESP. "Extrasensory" means "outside the senses". Many of the scientists who have studied this subject are psychologists, and their subject is called "parapsychology".

Psychologists believe that there are three kinds of ESP. An example of one is when somebody is able to read the thoughts in the mind of another person or it seems so. A second kind of ESP is illustrated by this example: a woman living in one town dreams that her daughter, who lives in another town, had been hurt in a road accident. The next day she learns that her daughter was hit by a car the night before.

* mind [maɪnd] — ум, разум

A third kind of ESP is when people seem to be able to look into the future and know what will happen.

We know that sometimes this really seems to happen, but many times it is difficult to see if the reports about ESP are true.

A great many experiments have been made by scientists to prove ESP exists, but the existence of ESP is still an open question for most scientists.

Statements:

1. Most people get information about the world through their _____ senses.
2. Some people seem to have an ability to get information without using their senses. Information goes directly to their powerful _____.
3. They usually talk about this phenomenon* as the phenomenon of _____ or _____.
4. This phenomenon is mostly studied by _____.
5. People with the ability of extrasensory perception can read other people's thoughts, feel what is happening to other people and _____.
6. Scientists haven't yet proved that _____.

4. Complete the sentences with the verb to turn.

1. I never noticed when the little girl turned _____ a nice young lady. 2. When I entered my room, I couldn't believe my eyes: it looked as if someone had turned it _____. 3. It's funny how Jeff always turns _____ when we want to see him most. 4. Will you turn the telly _____? I can't hear. 5. Helen turned the bag _____ but couldn't find the keys. 6. The game turned _____ to be so exciting that we played it till late in the evening without noticing the time. 7. The boy turned _____ in his bed and fell asleep peacefully.

5. Complete the sentences using the new words.

1. One hundred years ago women spent a lot of time r_____ clothes for the whole family. 2. In the picture you can see a narrow w_____ river running through the fields. 3. Look at these lovely _____

* phenomenon [fɪ'nomɪnən] — феномен

salad b_____ I have just bought. 4. "Hello, would you like to come in?" he said smiling ch_____ at us. 5. The Smiths are at home: there's l_____ in their windows. 6. If you want to open the door, p_____ it and if you want to close the door, p_____ it. 7. Are you hungry? I'll be happy to sh_____ these cheese sandwiches with you. 8. We quarrelled yesterday and I r_____ a lot of things that I said. 9. Good basketball players know how to b_____ the ball. 10. Some people on our planet still s_____ for their independence. 11. K_____ a little louder, the door is thick and I don't think they can hear you. 12. How many c_____ are you going to have on your birthday cake this year? 13. My home is rather c_____ to the new shop. 14. I'm going to leave as soon as I can. This is my f_____ decision.

6. Choose one of the perfect tenses (present perfect, past perfect or future perfect) to complete the sentences.

1. — Don't water the flowers! — I already (water) them. 2. After she (be) on holiday, she felt much better. 3. I (finish) my article by the end of April. 4. Tomorrow I (be) here for a year. 5. After we (eat) the fish, we began to feel ill. 6. I just (sit) down when Rebecca asked me to dance. 7. The farmer said he (feed) the ducks and was going to feed the cows. 8. My father (mend) my bike. Now I can ride it again. 9. John (make) chicken salad for lunch. I hope you'll like it. 10. I'm sure Jane (arrive) in Boston by the end of the week.

7. Fill in the right article where necessary.

1. _____ cuckoo lays its eggs in _____ nests of _____ other birds. 2. _____ motorbike in _____ front garden belongs to my brother. 3. After finishing _____ school I'm going to _____ university. 4. Dad is in _____ hospital. He had a car accident three days ago. 5. — Where's Betty? — She is in _____ church taking _____ photo of _____ altar. 6. There was once _____ prince who wanted to marry _____ beautiful princess. However _____ prince and _____ princess lived in _____ countries which were at war with each other. 7. It is not _____ same project I have looked through. 8. Can you pass me _____ marmalade and _____ butter? 9. _____ Indian tiger is in danger of becoming extinct. Much more should be done to protect _____ tiger and _____ elephant. 10. They never let me go to _____ cinema alone.

8. Write a) ten words that name people's family relations:

- | | |
|-------------|-----------|
| 1. a cousin | 6. _____ |
| 2. _____ | 7. _____ |
| 3. _____ | 8. _____ |
| 4. _____ | 9. _____ |
| 5. _____ | 10. _____ |

b) ten words that name different stages of people's age:

- | | |
|-----------|-----------|
| 1. a baby | 6. _____ |
| 2. _____ | 7. _____ |
| 3. _____ | 8. _____ |
| 4. _____ | 9. _____ |
| 5. _____ | 10. _____ |

c) ten words that name people's hobbies:

- | | |
|------------|-----------|
| 1. fishing | 6. _____ |
| 2. _____ | 7. _____ |
| 3. _____ | 8. _____ |
| 4. _____ | 9. _____ |
| 5. _____ | 10. _____ |

9. Express the same in English.

A. Using phrasal verb to turn.

1. Злые ведьмы любят превращать людей в зверей. 2. Пожалуй-ста, сделай телевизор погромче, я не слышу слова песни. 3. Неожиданно Джеймс появился на углу улицы. 4. Я все перевернула вверх дном в спальне, но не смогла найти свой кошелек. 5. Сделай потише магнитофон, я работаю. 6. Переверни рыбу, пожалуйста, а то она сгорит. 7. Новый учитель оказался добрым и понимающим.

B. Using the vocabulary of Unit 3.

1. Тебе видно что-нибудь при свете свечи? 2. Что легче — бумага или металл? 3. Я прошу тебя не стучать громко в дверь. Я думаю, что их резвые мальчишки сейчас спят. 4. На столе стояла (была) зеленая ваза с фруктами, не так ли? 5. Ты предпочитаешь спать на твердой или мягкой постели? 6. Не жалею о том, что сде-

лал. 7. Сможешь помочь маленькому Джонни завести его игрушечную машинку? 8. Полли — очень жизнерадостный ребенок. 9. Потяни на себя дверь, и она откроется. 10. Для многих людей жизнь — это настоящая борьба.

10. Complete the verb chart.

1.		turn		
2.	зажигать			
3.			wound	
4.		regret		
5.		bounce		
6.				pushing
7.	спать			
8.			wore	
9.			rose	
10.				losing

TEST TO UNIT 4

1. Spell the words.

- | | | |
|-----------------|---------------|-----------------|
| 1. ['prɒmɪs] | 5. ['sɒləmlɪ] | 8. [pə'tɪkjʊlə] |
| 2. ['mʌmbəl] | 6. ['æŋkʃəs] | 9. [pɔ:] |
| 3. ['mɜ:mə] | 7. [weɪt] | 10. [weɪv] |
| 4. [trɪ'mendəs] | | |

2. Listen to the Japanese legend "A Bedtime Story" and put a tick in the right column. Make sure you know these words.

- astonishment [ə'stɒnɪʃmənt] — удивление
- disbelief [dɪsbrɪ'li:f] — неверие, недоумение
- to climb [klaɪm] — залезать, взбираться
- a clearing ['kliəriŋ] — просека, поляна

Statements:**True False**

1. "A Bedtime Story" is a morality tale.
2. It is easy to all people of different cultures to understand Japanese morality tales.
3. The old woman was travelling through many big cities.
4. The old woman was looking for a place for the night.
5. Nobody opened the door to let the old woman in.
6. The old woman easily climbed the hill.
7. On the hill she found a clearing and there lay down to rest.
8. The old woman thanked the people of the village for their refusal to give her a bed for the night.

<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>

3. Read the text and mark true and false statements after it.*American versus British English*

By the 1700's the British citizens who had settled on the eastern coast of North America began to establish a nation of their own. They still spoke the same language and shared a common history with their countrymen and -women in England. Their lives in the new world were different, however. When the American colonies became an independent nation, they began to drift further from their British forebears. They still spoke the same language, but they no longer thought of themselves as English.

Today, Americans can still understand the British, and the British can still understand Americans. But the languages they speak are different though, in pronunciation, vocabulary and even grammar. Compare particularly the words in italics in the following selection:

British English**American English**

Jeb got out of bed, put on his trousers and *braces*, and tied his

Jeb got out of bed, put on his trousers and *suspenders*, and tied

plimsolls. Then he rushed to the breakfast table. A hot *scone* was waiting for him. "Where's Dad?" asked Jeb. "Watching the *telly*," his mother answered. "Hurry, Dad. I'm late," called Jeb. They both went out to the *lorry*. "Oh no! I forgot my *spanner*," said Father, so he ran back to get it.

Finally Father dropped Jeb off at the *underground*.

his *sneakers*. Then he rushed to the breakfast table. A hot *muffin* was waiting for him. "Where's Dad?" asked Jeb. "Watching TV," his mother answered. "Hurry, Dad. I'm late," called Jeb. They both went out to the *truck*. "Oh no! I forgot my *wrench*," said Father, so he ran back to get it.

Finally Father dropped Jeb off at the *subway*.

Why are American English and British English different? Settlers in America were living in a land that was very different from England. The animals, the plant life, the climate were different. In America, immigrants from all over the world brought new ideas that changed the country. They also brought their own languages, and many words from their languages became a part of American English. Whenever groups of people drift apart, so does their language.

Statements:

True False

- | | | |
|---|--------------------------|--------------------------|
| 1. The American nation was established in the 18th century. | <input type="checkbox"/> | <input type="checkbox"/> |
| 2. With time Americans became closer to Britain and the British. | <input type="checkbox"/> | <input type="checkbox"/> |
| 3. Now the language they speak in America is absolutely the same as the language they speak in Britain. | <input type="checkbox"/> | <input type="checkbox"/> |
| 4. The new life on the new continent made the language change. | <input type="checkbox"/> | <input type="checkbox"/> |
| 5. American English and British English differ only in vocabulary and grammar. | <input type="checkbox"/> | <input type="checkbox"/> |

4. In American English you can find different words for these British English nouns: 1. *telly* 2. *lorry* 3. *scone* 4. *braces* 5. *underground* 6. *plimsolls*. They correspond to:

1. _____ 2. _____ 3. _____ 4. _____
5. _____ 6. _____

5. Insert the right words to complete the sentences with the verb to rush.

1. Everyone rushed _____ the room to see what was happening.
2. Don't rush _____ conclusions. This is not her final decision. 3. I'm afraid we'll have to rush the old lady _____ hospital. 4. The big cock rushed _____ the little chick. 5. Jane was very hungry and rushed _____ her sandwich as soon as it was brought. 6. Please don't rush _____ without knocking.

6. Complete the sentences with the new words from the sections a) New Words to Learn; b) Topical Vocabulary.

A. 1. Mr Williams is such a g_____ person; you can never make him smile. 2. How much does your luggage w_____? 3. The branches b_____ in the wind. 4. My granny was a _____ about us when we didn't come home on time. 5. — What's the matter? — Oh, nothing in p_____. 6. She is very f_____ about the books her daughter reads. 7. Do you give your s_____ word that you won't go there? 8. Don't m_____ — I can't understand what you're saying.

B. Bob is a very at _____ ve¹ person and easy to socialize with. He is very c _____ ate², well-m _____³, and c _____ ing⁴. Bob has a very good s _____⁵ of humour. He is very ch _____ ful⁶, p _____ t⁷ and r _____ able⁸.

John is ill-m _____⁹. He is too g _____ dy¹⁰. He is very s _____ t¹¹. I think he is often n _____ y¹², m _____ y¹³ and f _____ y¹⁴. I don't like him.

7. Complete the dialogues using comparative and superlative degrees of the adjectives.

1. A: This ruler is too short, I need a _____ one.

B: Here you are. This is the _____ I've got.

2. A: This bike is very expensive. Have you got any that is _____ ?

B: Sorry, the _____ makes have been sold out.

3. A: This piece of apple pie is too big for me. Can I have a _____ one?

B: All right. Take this one. It is the _____ of all.

4. A: These video films are very old. Haven't you got any _____ videos?

B: Sorry, the _____ videos have all gone.

5. A: I thought this test would be _____ than the last one.
That one was very difficult.

B: Alas!* It is the _____ test we have ever had.

8. Choose the right form of the verb to complete the sentences.

1. — _____ your homework?

— No, I forgot the hometask.

a) Have you been doing ... b) Have you done ...

2. I _____ her for a long time.

a) have known b) have been knowing

3. My sister _____ English for several years but she can't speak it.

a) has learnt b) has been learning

4. My little brother _____ that Santa Claus doesn't exist.

a) has just discovered b) has been just discovering

5. The weather is so gloomy this week. It _____ for 3 days already.
And it is still raining this morning.

a) has rained b) has been raining

6. "Who _____ on my chair?" asked the Little Bear when he saw
that his favourite chair was broken.

a) has sat b) has been sitting

9. Open the brackets to make the story complete.

My Day in London

On Sunday we went on a day trip to London. It (rain)¹ when we (start)² and a strong wind (blow)³. But when we (arrive)⁴, the rain already (stop)⁵ and only little white clouds (fly)⁶ across the sky. We (be)⁷ sure we (have)⁸ a wonderful day. And we (do)⁹. We (visit)¹⁰ the National Gallery and (feel)¹¹ quite happy. After that we (see)¹² a colourful procession (walk)¹³ along the Mall. At 2 o'clock our group (be)¹⁴ in the Tower of London. There we (tell)¹⁵ a lot of legends: about the ravens who (live)¹⁶ there and about the kings and queens who (live)¹⁷ there. It already (become)¹⁸ quite hot when we (leave)¹⁹ the Tower. So, our teacher (lead)²⁰ us to Hyde Park where we (find)²¹ some shady place and (watch)²² the ducks (float)²³ in the water.

* Alas! [ə'ləs] — Увы!

10. Put in the articles where necessary.

1. Let's have _____ swim. _____ sun is shining brightly and it is very hot. 2. John likes to go for _____ walk in _____ evening and he always has _____ good time. 3. _____ next train to Glasgow is at four. 4. "I'm tired. Let's have _____ break," Pete said. I was at _____ loss and didn't know what to answer. We hadn't done even 20% of _____ things we were asked to do. 5. In _____ near future, I'm sure, he will tell you _____ lie again.

11. Express the same in English.

1. Трава была изумрудно-зеленой и выглядела весьма привлекательно. 2. Какая грандиозная новости! 3. Каков вес этой коробки? 4. Сколько весит Джонни? 5. Он торжественно пообещал разрешить все проблемы. 6. Не мямли — я ничего не понимаю, и говори громче. Ты бормочешь что-то себе под нос, и никто тебя не слышит.

12. Complete the verb chart.

1.					rushing
2.			let		
3.		wave			
4.					throwing
5.				bent	
6.			stole		
7.					seeming
8.		weigh			
9.	пахнуть				
10.		shine			

TEST TO UNIT 6

1. Spell the words.

- | | |
|--------------|-------------------|
| 1. [spɔɪl] | 6. [ˈfæsɪˈneɪʃn] |
| 2. [ˈkəʊzɪ] | 7. [spɪtʃ] |
| 3. [dɪˈvəʊ] | 8. [ˈwɒtʃfʊl] |
| 4. [ˈmænɪdʒ] | 9. [laɪˈbreəriən] |
| 5. [sɜːtʃ] | 10. [ˈtʃætəbɒks] |

2. Listen to the story "The Dinner Party" and put a tick in the right column. Make sure you know these words.

- a naturalist [ˈnætʃrəlɪst] — натуралист
- an argument [ˈɑːɡjʊmənt] — спор
- a hostess [ˈhəʊstɪs] — хозяйка
- a bait [beɪt] — наживка, приманка
- a cobra [ˈkəʊbrə] — кобра

Statements:

True

False

1. The guests were discussing typical behaviour of people in some crisis.	<input type="checkbox"/>	<input type="checkbox"/>
2. The officer said that men had more nerve control than women.	<input type="checkbox"/>	<input type="checkbox"/>
3. The American naturalist said that the reaction didn't depend on the sex of people.	<input type="checkbox"/>	<input type="checkbox"/>
4. The hostess of the house suddenly left the dining room and came back with a bowl of milk.	<input type="checkbox"/>	<input type="checkbox"/>
5. A bowl of milk in India is a bait for a snake.	<input type="checkbox"/>	<input type="checkbox"/>
6. The officer told the guests that there was a cobra in the dining room.	<input type="checkbox"/>	<input type="checkbox"/>
7. A woman's reaction in any crisis is to scream.	<input type="checkbox"/>	<input type="checkbox"/>

3. Read the text and choose the right statements among those given after the text.

Making Words: Shortening

Do you know where the words *Mrs.*, *Miss* and *Ms* come from? Before the 1900's, the word *Mistress* was used to describe any woman of wealth and authority. Later the word was shortened into *Miss* and *Mrs.* Any unmarried woman was called *Miss*, while married women were given the title *Mrs.* Recently, *Mrs* and *Miss* were shortened further to *Ms*. Many women prefer the title *Ms* because it makes no distinction between married and unmarried women.

Goodbye has an interesting history, too. It comes from an older English farewell, "God be with you". The longer form went through several changes. It used to be "God be we'ye", "God bw'ye", "God bwyte" and finally it became "Goodbye". Now people often simply say "Bye".

Here are some other shortened English words and the longer words from which they came:

Short Form		Longer Form	
plane	super	airplane	superior
bus	piano	omnibus	pianoforte
taxi	hobby	taximeter cab	hobby horse
cab	curio	cabriolet	curiosity

Why do people shorten words? The answer is simple. Shortened words are faster and easier to say. When people speak, they naturally say things in the easiest way.

Statements:

1. a) Before the 1900's, the word *Mistress* was used to describe any woman. b) Before the 1900's, the word *Mistress* was used to describe any woman who was rich and had some authority.
2. a) Three words were formed from the noun *Mistress*. b) Only one word was formed from the noun *Mistress* with the help of shortening.
3. a) Many women prefer the title *Ms* because it consists of two letters. b) Many women prefer the title *Ms* as it doesn't show if they are married or unmarried.

4. a) Modern *Goodbye* comes from an older English proverb, "God be with you". b) Modern *Goodbye* comes from an older English farewell, "God be with you".
5. a) People shorten words because shortened words are easier to say. b) People shorten words because shortened words are more pleasant to say.

4. Insert the right words to complete the sentences with the verb to run.

1. He ran _____ to sea at the age of fourteen and never returned home. 2. She doesn't like your success: that's why she's always running you _____. 3. The electric battery won't work. It has run _____. 4. Our food will soon run _____. 5. A small rabbit has been run _____ by a bus. Poor little thing! 6. I'm afraid we have run _____ of petrol.

5. Complete the sentences with the new words from the sections a) New Words to Learn; b) Topical Vocabulary.

A. 1. The child's eyes almost p_____ out of her head with excitement. 2. — Do you need any help with those heavy bags? — No, thanks, I can m_____. 3. Chinese art has a great f_____ for my granny. 4. This is a c_____ little house. 5. What's on the t_____ today? 6. — What does your sister do? — She is a l_____. 7. John p_____ up the stick for the old lady. 8. Let's not s_____ this wonderful day by having a quarrel. 9. The lion de_____ a deer. 10. The police emptied her bag and examined the c_____.

B. 1. Nickolai Nosov is a well-_____ children's _____, and Agnia Barto is a f_____ children's p_____. 2. I like a _____ novels and cl_____. 3. Have you got a pocket e_____ of this novel? 4. My granny is fond of d_____ve stories, but I like r_____ces. 5. What are the names of the main ch_____s? 6. Little children usually like to listen to f_____t_____. 7. This is an ab_____ed edition of the novel and I want an un_____ed version. 8. The book is b_____ing and d_____ing. I don't think I'll manage to read it up to the end. 9. Do you read English books in the o_____l? 10. A h_____ver is a book with a firm cover. 11. I'm not sure he'll like the book. He doesn't usually read h_____l novels. 12. This is a w_____y joke.

6. Complete the sentences using the ideas in brackets.

1. Ask the teacher when (вы будете писать тест). 2. If they (отосллют письмо завтра), you'll get it at the end of the week. 3. (Если ты будешь бормотать стихотворение себе под нос), nobody will hear you. 4. (Если он пообещает прийти вовремя), he will come. 5. Ask him (когда он придет). 6. It will be a gloomy day tomorrow (если погода не изменится).

7. Fill in the articles where necessary.

1. Brazil exports a lot of _____ coffee. 2. Gold is _____ metal. 3. Jane always has _____ light breakfast in the morning. 4. _____ lunch that was served yesterday was really very good. 5. Shall we go for _____ walk after _____ supper? 6. Would you like _____ ice cream? 7. Pass me _____ sugar, please. 8. Has she ever eaten _____ brunch? 9. Do you like _____ fish and chips?

8. Open the brackets to make the story complete.

*The Lion and the Stoat**

Far away in a small country, there lived two artists — a stoat and a lion. They (be)¹ both good painters, but each of them (think)² that he (can)³ (paint)⁴ better. One day the lion (say)⁵ to the stoat, "I (paint)⁶ pictures for 10 years next month. (Meet)⁷ me in the market square in a month at noon. Each of us (bring)⁸ a painting and the public (be)⁹ the judge." The stoat (agree)¹⁰.

On the day of the contest the whole town (come)¹¹ to the market place. The two paintings (hang)¹² on a wall, each (cover)¹³ by a curtain. "I (show)¹⁴ my painting first," (cry)¹⁵ the lion, and he (draw)¹⁶ back the curtain. The crowd (begin)¹⁷ (clap)¹⁸. Suddenly some birds (fly)¹⁹ down to the painting and (try)²⁰ to peck at the grapes in the picture.

"I (win)²¹," (roar)²² the lion. "My painting (look)²³ so real that it (fool)²⁴ the birds! And what (be)²⁵ behind that curtain of yours?"

The stoat (smile)²⁶. "There (be)²⁷ no curtain. It's my painting of a velvet curtain. The grapes in your picture (fool)²⁸ the birds and my picture (fool)²⁹ you."

* stoat [stəʊt] — горноста́й

9. Express the same in English.

1. Сколько времени тебе требуется, чтобы заполнить этот контейнер? 2. Джейн представила своего нового друга бабушке и дедушке, и он произвел на них хорошее впечатление. 3. То было опасное приключение. 4. Ты знаешь содержание этого романа? 5. Подарок Алисы произвел впечатление на Венди. Это была крошечная кукла в крошечной квартире. 6. Мне бы хотелось стать библиотекарем, вместо того чтобы становиться врачом.

10. Complete the verb chart.

1.		pop		
2.	портить			
3.		managed		
4.			devoured	
5.				searching
6.		pick (up)		
7.				spelling
8.				laying
9.	прятать			
10.		ate		

TEST TO UNIT 7

1. Spell the words.

- | | |
|----------------|-----------------|
| 1. ['skʌlptʃə] | 6. ['kləʊkrəm] |
| 2. [mju:'zɪn] | 7. ['səʊləvɪst] |
| 3. ['fɔɪrɪ] | 8. ['ʌʃə] |
| 4. ['ɑ:kitekt] | 9. ['ɑ:kitekt] |
| 5. [dr'zainə] | 10. ['mætɪnɪr] |

2. Listen to the story "Marie Curie the Greatest Woman-Scientist" and put a tick in the right column. Make sure you know these words and expressions.

- with honours — с отличием
- a governess — гувернантка

Statements:

	True	False
1. Madame Curie was born in Paris, France.	<input type="checkbox"/>	<input type="checkbox"/>
2. She was brought up by her father.	<input type="checkbox"/>	<input type="checkbox"/>
3. She was interested in experiments when she was at school.	<input type="checkbox"/>	<input type="checkbox"/>
4. Marie was a bad student at college.	<input type="checkbox"/>	<input type="checkbox"/>
5. After college she began working in a laboratory.	<input type="checkbox"/>	<input type="checkbox"/>
6. Later on she went to Paris to study chemistry.	<input type="checkbox"/>	<input type="checkbox"/>
7. Marie and Pierre Curie discovered radium.	<input type="checkbox"/>	<input type="checkbox"/>
8. Their work was never rewarded.	<input type="checkbox"/>	<input type="checkbox"/>

3. Read the text and mark true and false statements after it.

The Shakespeare Theatre

For centuries the sonnets and plays written by William Shakespeare have filled people with delight due to the depth of their philosophic insight and the strength of their emotions.

There's no record why Shakespeare left Stratford except for the fact that he became a member of a theatrical company in 1590, first as an actor and later as a playwright.

The humble* status of an actor is clear from such names of theatrical companies as "Lord Chamberlain's Men" or "The King's Men". Actors were on the same level as servants. Plays were performed in the banqueting halls of palaces. Only in 1576 the first playhouse — a theatre — was built for public performances.

The theatre was always built a long distance from the centre of a town. It was of a circular or oval shape and had no roof. Balconies lined the walls. The stage gave out into the auditorium. Theatregoers

* humble ['hʌmbəl] — эд. низкий

watched the plays standing in the stalls. Well-to-do people used to sit on the edge of the stage. A theatre company in those days was not very numerous. The smallest companies usually consisted of 8 actors, but there were bigger companies too, up to 14 persons. Female roles were performed by men. Richard Burbage, one of the best actors of the century, played at the *Globe*.

The plays written by William Shakespeare, the greatest English playwright of all times, were famous already during his lifetime. The majority of his writings were published then. And now there isn't a country in the world that hasn't attempted to stage his plays. Shakespeare's plays have become a school of drama and actors' interpretation. Shakespeare always spoke of noble emotions.

Statements:

True

False

1. Everybody knows why Shakespeare left Stratford.
2. In the 16th century actors were not important people.
3. Plays were often performed in the big halls of palaces.
4. The first theatre for public performances was built in England in 1676.
5. In those days theatregoers used to watch plays standing in the stalls.
6. Few women were actresses then.
7. Shakespeare's plays have become a great school for actors, actresses and theatre directors.

<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>

4. Choose the right words to complete the sentences.

1. If you've got some problems with your video, I'll ask my brother to (repair/mend) it. 2. Mr Been (greeted/said goodbye to) us with a nod and passed by. 3. I'll choose that (gold/golden) colour for the wallpaper in my sitting room. 4. When you play bowling, you (throw/drop) the ball at some wooden objects. 5. The berries are (sour/sweet), don't eat them without sugar. 6. He came at a very (fortunate/unfortunate) time and stopped the thieves from stealing his car.

5. Put in the articles where necessary.

It was _____¹ nice frosty evening of _____² early winter and Jane decided to go for _____³ walk up _____⁴ road. She heard _____⁵ horse coming down. Soon she saw her master approaching her. "What are you doing all alone here on _____⁶ dark night like that? I'll talk to you _____⁷ tomorrow morning. We'd better discuss your behaviour in _____⁸ daytime than at _____⁹ dusk." He rode past and Jane felt embarrassed as if she had done something bad. _____¹⁰ evening didn't seem nice and peaceful anymore.

6. Open the brackets to make the story complete.

Mrs Pack's intention was to shoot a tiger. She (arrange)¹ already in her mind the lunch she would give with the tiger skin occupying all the conversations.

Circumstances (turn)² out to be favourable. It (happen)³ so that an old tiger (be)⁴ in the habit of coming to a neighbouring village. As Mrs Pack (offer)⁵ a large sum of money the children of the village (put)⁶ in the jungle (watch)⁷ the tiger (approach)⁸. The cheapest goats (leave)⁹ to attract him. A special platform (construct)¹⁰ in the jungle, in a comfortable tree.

When it was ready, the great night (arrive)¹¹. Mrs Pack and her paid companion Miss Meb (sit)¹² on the platform for some hours when they (hear)¹³ a tiger's roar. A goat (tie)¹⁴ at the bottom of the tree. The tiger (move)¹⁵ towards it because blind as he was he (see)¹⁶ it. "Now, now," cried Miss Meb with excitement and the gun flashed. Both the tiger and the goat (fall)¹⁷ dead.

It was Louisa Meb who (draw)¹⁸ attention to the fact that the goat (die)¹⁹ from a bullet wound. "The tiger (not shoot)²⁰, he (die)²¹ of a heart attack," she said to Mrs Pack.

The discovery that she (hit)²² the wrong animal didn't stop Mrs Pack from facing the cameras. Her pictures (appear)²³ in all the newspapers.

As for Louisa Meb, she has a wonderful cottage which beautifully (decorate)²⁴ now. Silence should (reward)²⁵.

7. Change the following active constructions into passive ones.

1. The teacher had to explain this difficult rule twice. 2. They don't grow fruit in this part of the country. 3. They are performing a new piece of jazz. 4. They have designed new scenery for the play. 5. The

actor was ready for the scene as the assistants had made him up. 6. They laughed at her because of her funny hat. 7. The producer sent for the leading actress to start the rehearsal. 8. They speak a lot about the new ballet.

8. Put in the missing words to complete the sentences with the verb to set.

1. The director set the designer _____ a new type of scenery.
2. The company got bankrupt and set _____ all the property for sale.
3. They set _____ rehearsing the last scene of the play, as it was the most difficult part.
4. The ballet company set _____ on their tour of the province.
5. We are setting _____ making a new horror film.
6. New books are set _____ in the foyer.

9. Express the same in English.

1. Если пошлют за Мари-Энн и если она согласится принять участие в постановке пьесы, осенью они смогут начать репетиции.
2. Эту пьесу играют уже больше 10 лет.
3. Тише, исполняется моя самая любимая мелодия.
4. В нашем драматическом театре сейчас ставят триллер, и об этом спектакле много говорят.
5. Королевский балет приедет в наш город в разгар лета.
6. Дети вышли из дома на рассвете, чтобы добраться до города вовремя и успеть на утренний спектакль.

10. Complete the verb chart.

1.		set			
2.	распространять				
3.			tuned		
4.		drop			
5.				shaking	
6.	платить				
7.			burnt		
8.			cost		

9.					fighting
10.			lay		

TEST TO UNIT 8

1. Spell the words.

- | | | |
|----------------|-------------------|-----------------|
| 1. ['ɑ:tʃəri] | 5. [dʒɪm'næstiks] | 8. ['tɔ:nəmənt] |
| 2. [kəʊtʃ] | 6. ['despəret] | 9. ['prəpeti] |
| 3. ['reslɪŋ] | 7. [ˌmɑ:ʃl 'ɑ:ts] | 10. ['klaɪmɪŋ] |
| 4. ['steɪdrəm] | | |

2. Listen to the "Story of Uncle Theo" and put a tick in the right column. Make sure you know these words and word combinations.

- absent-minded — рассеянный
- Dean — декан
- despair — отчаяние
- turn — очередь

Statements:

	True	False
1. The committee chose only two candidates after the interview.	<input type="checkbox"/>	<input type="checkbox"/>
2. Uncle Theo didn't prepare much for his lecture.	<input type="checkbox"/>	<input type="checkbox"/>
3. Adams stole his lecture.	<input type="checkbox"/>	<input type="checkbox"/>
4. Adams memorized the lecture by heart.	<input type="checkbox"/>	<input type="checkbox"/>
5. The committee chose Adams because of his fine manner.	<input type="checkbox"/>	<input type="checkbox"/>
6. The Dean explained that they needed the man with a perfect memory.	<input type="checkbox"/>	<input type="checkbox"/>
7. The committee didn't support the Dean.	<input type="checkbox"/>	<input type="checkbox"/>

3. Read the text and choose the right item.

Surfing

Surfing is unusual and difficult, it's more an art than a sport. It's not one of the sports where you meet your friends or you may depend

on their help. In surfing you are absolutely on your own with something very fast and complicated*.

A great number of people don't understand this sport. For them surfing is climbing a board and riding a wave into the beach. In fact, one fights with a wave and controls it. To achieve this control one needs some special techniques. You should be able to turn at a proper angle**, to slow down, etc. It is important to move around the board, to use your body weight to make the board work for you. All the time you should face the wave thinking over what you are going to do next.

Speed*** is the most exciting thing in surfing. In the fastest part of the wave the board moves at nearly 45 kilometres an hour.

Nowadays surfboards are light and made of modern materials. They are different from old long, narrow and heavy boards of the past when Captain Cook first saw them in Hawaii in 1778.

1. In surfing you _____ your friends.
a) meet b) don't meet c) sometimes meet
2. _____ understands surfing.
a) everyone b) every child c) not everyone
3. You need special techniques to _____ the wave.
a) control b) stop c) turn
4. A surfboard rider uses his _____ to ride waves.
a) hands b) shoulders c) body weight
5. In surfing speed is _____.
a) exciting b) dangerous c) unpleasant
6. The original surfboards were used by _____.
a) Captain Cook b) individuals c) Hawaiians
7. Surfing is a sport for _____.
a) individuals b) companies c) friends

4. Choose the right words to complete the sentences.

1. There are two interesting historical novels. Which will you choose? I won't take (either/neither). I prefer detective stories. 2. Bob is a good athlete. He has just (set/break) last year's record. 3. Your sweater is so (filthy/nasty). Put it into the washing machine. 4. My

* complicated ['kɒmplɪkeɪtɪd] — сложный

** angle ['æŋɡl] — угол

*** speed [spi:d] — скорость

favourite game is basketball. I support our city (crew/team). 5. If you want to combine studies and sport, you should (do/make) an effort.

5. Open the brackets to make the story complete.

It was a bright autumn day. The boat from Singapore (move)¹ slowly into the port of Southampton. "Well, Mary, we (go)² ashore in a few minutes. How it (feel)³ to be back in England after all these years?" asked Jim. "Very cold," she answered. "It (rain)⁴ like this ten years ago when we (sail)⁵ from here to Singapore. I do believe it (not stop)⁶ ever since."

Jim Bruce was a doctor. He and his wife (work)⁷ in Singapore for the last ten years. And now they (return)⁸ to live in England. They (have)⁹ two children: a boy and a girl but they (send)¹⁰ them to school in England and (not see)¹¹ them for a long time. The children (can)¹² now (see)¹³ their parents who they (miss)¹⁴ terribly. The ship (head)¹⁵ for the wharf*. "They (come)¹⁶ ashore!" cried Stuart Bruce and the children (run)¹⁷ to meet their parents.

6. Put in the missing words to complete the sentences with the verb to do.

1. It's cold. Keep your scarf on and do your coat _____. 2. It's time for you and your sister to do _____ the room. It's filthy. 3. Peter should do his _____ to win the tournament. He's an excellent chess player. 4. If you go in for swimming or cycling, it'll do you only _____. 5. I could do _____ a cup of tea. I'm so thirsty and tired. 6. Oh, Beatrice is the most beautiful girl at the party. She is done _____ like a fairy. 7. If you do _____ with your laziness and train a lot, you may win the prize.

7. Change the following sentences to use the subjunctive mood.

1. Helen doesn't sing or play the violin, so she can't take part in the concert. 2. The crew doesn't train for the competition. They'll lose. 3. I am not happy because my favourite team doesn't score. 4. The police don't work well, so thieves steal children's bikes. 5. People don't go in for sport and they often fall ill. 6. Bob doesn't train hard and he can't set a record. 7. I don't have money and I can't buy skates. 8. Bob doesn't have tools and he can't repair your TV set.

* wharf [wɜ:f] — пристань

8. Use the definite article where necessary.

When you arrive at _____¹ Heathrow Airport, take a taxi and go to _____² Hilton Hotel, _____³ best known in _____⁴ London. The place, it is situated in, is so convenient, you can easily get to _____⁵ Oxford Street, _____⁶ Royal Opera House in _____⁷ Covent Garden, _____⁸ Hyde Park and _____⁹ Kensington Gardens or _____¹⁰ Trafalgar Square. If you are keen on museums, you'll go to _____¹¹ British Museum, _____¹² Tate, _____¹³ National Gallery. Don't forget about Madame Tussaud's where you'll see wax figures of all famous people. It's a good idea to take a water bus and go along _____¹⁴ Thames. You'll see _____¹⁵ Tower, _____¹⁶ Houses of Parliament and other interesting buildings.

London is _____¹⁷ capital of _____¹⁸ United Kingdom and it attracts a lot of tourists from home and abroad.

9. Express the same in English.

1. Если бы Том был здоров, наша команда выиграла бы соревнования. 2. Если бы Сюзи принарядилась, я бы пошла с ней на вечеринку. 3. Если бы твой брат был хорошо воспитан, он бы не смотрел так пристально на людей. 4. Ты не забудешь гол, если не будешь тренироваться с утра до вечера. 5. Если бы у меня был брат, я бы хотела, чтобы он занимался фехтованием. 6. Мы выиграем, если они сыграют вничью.

10. Complete the verb chart.

1.	заполнять			
2.		bark		
3.				pointing
4.		beat		
5.			threatened	
6.				despised
7.				spreading
8.	ставить, помещать			

9.		spoilt/spoiled	
10.		taken	

TEST TO UNIT 9

1. Spell the words.

- | | | |
|------------------|---------------|-----------------|
| 1. [ɪn'tɜːprɪtə] | 5. ['prɒpəti] | 8. [fæs'neɪfɪn] |
| 2. [æŋkʃəs] | 6. [nɒk] | 9. [θrəʊ] |
| 3. [weɪt] | 7. [bəʊl] | 10. [səʊə] |
| 4. [bɪ'jɒnd] | | |

2. Listen to the story "The King and the Tortoise" and choose the right item to complete the sentences.

- The King of the Animal Kingdom _____.
 - thought he was the cleverest animal in the world
 - was the cleverest animal in the world
- The King ordered the other animals to make _____.
 - a dress of mist for the Queen
 - a dress of mist for the King
- The tortoise promised to have the dress ready _____.
 - in seven days
 - in three days
- A week later the tortoise came to the King _____.
 - empty-handed
 - with the dress ready
- The King asked the animals to do what is _____.
 - very difficult to do
 - impossible to do
- The King thought that the tortoise was _____.
 - cleverer than himself
 - as clever as he was

3. Read the text and mark true and false statements after it.

How Long Have People Been Using Surnames?

"Hey, Shorty!" "Hi, Skinny." "Here comes Blondie." Does it sound familiar to you? It's a perfectly natural way to call people — give them

a name that describes them. And that's exactly the way first names were given originally. A golden-haired girl might be called Blanch (French for "white"), a boy might be called David because it means "beloved".

A first name was all anybody had for thousands of years. Then, about the time the Normans conquered England in 1066, last names or surnames, were added to identify people better. The first name wasn't enough to tell one person from another. For example, there might be two Davids in town, and one of them was quite lazy. So people began to call this one "David do little". And this became David Doolittle.

The surnames were originally called "ekenames". The word "eke" meant "also". And by the way the word "nickname" came from this old word. When people got into the habit of giving a person two names, they thought of many ways of creating this second name.

For example, one way was to mention the father's name. If John had a father called William, he might be called John Williamson, or John Williams, or John Wilson (Will's son), or John Wills.

Another good way to identify people with second names was to mention the place where they lived or came from. A person who lived near the woods might be called Wood, or if he lived near the village green* he might be called John Green. And then, of course, the work that a person did was a good way to identify him. So we have surnames like Smith, Taylor, and Wright ("Wright" means someone who does mechanical work).

Statements:

True

False

1. A lot of original names described people in this or that way.
2. People always had two names.
3. The Normans, who conquered England in 1066, stopped the tradition of giving people second names.
4. Second names were given to people to address them more politely.
5. The text mentions three ways of creating people's surnames.

<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>

* the village green — a stretch of grass for the general use of the people of a town or a village

6. To "identify" means to "show who _____ someone is".

4. Fill in the gaps to complete the sentences with the phrasal verbs to turn, to rush, to do, to run, to get, to set.

1. I am sure our flight is in the afternoon. We must _____ at once.
a) set off b) set about
2. When I entered the room, I saw that little Johnny had _____.
a) turned everything upside down b) turned everything inside out
3. I can't _____ my dislike of frogs.
a) get over b) turn over
4. It's a serious problem. Don't _____ conclusions.
a) rush to b) rush at
5. Hurry up! The water is _____ the sink.
a) running over b) running out
6. It's so hot! I can _____ a glass of cold water.
a) do away with b) do with

5. Choose the right words to complete the sentences.

1. I have just bought a very good new (dictionary/vocabulary), I'm sure it'll be quite helpful. 2. How many (homes/houses) are there in your street? 3. You (went to sleep/fell asleep) while I was telling you my story! 4. Look at this amazing dress! It's the (last/latest) fashion. 5. I think Peter is four or five years (older/elder) than me. 6. I always cut my (toe/finger) nails short because I don't like the look of my (legs/feet) when the nails are long. 7. Please remember this (gold/gold-en) rule. 8. The travellers (did/made) a fire to warm themselves. 9. You won't master the language (unless/if) you learn its grammar. 10. Here are two cards with words, take (any/either) of them.

6. Open the brackets to make the story complete.

The Surprise

One Friday in August, Sarah's father told the family he (not be)¹ home until tomorrow. "And when I (come)² back, I (bring)³ you a real surprise." The Lewis family (spend)⁴ the afternoon guessing. Sarah

(think)⁵ it (be)⁶ a set of encyclopedias, the older boys (be)⁷ sure it (be)⁸ another bicycle. Mother (dream)⁹ about a new washing machine.

Father (return)¹⁰ home the next morning. He (say)¹¹ he (bring)¹² us the surprise. The surprise (wait)¹³ for us in the street in front of the house. Father (lay)¹⁴ some pink paper in the centre of the kitchen table. "This (go)¹⁵ with the surprise," he (smile)¹⁶. "Bill of Sale" (write)¹⁷ across the top. Everyone (rush)¹⁸ outside (look)¹⁹. But what they (see)²⁰ never (be)²¹ the thing of their guesses.

It was a long and shiny car! It was not the first car they ever (see)²², but no one in their town ever (own)²³ one.

7. Express the same using passive constructions.

Example: *Mark has recently repaired his old car. — Mark's old car has been recently repaired.*

1. Do you know what tune the orchestra is playing? 2. They have just published this new periodical. 3. They only laughed at Eric's solemn speech. 4. We are searching for talented young people to play in our new theatre. 5. As soon as he thought of it, they gave him a plateful of wonderful fresh sweet-smelling strawberries. 6. They will keep their promise and publish the second edition of the book in April. 7. How do they spread the news? Have you ever thought of it? 8. These are tremendous plans and we are realizing them very fast.

8. Put in the articles where necessary.

1. — Shall I pass you _____ salt? — No, thanks, I don't use _____ salt any more. 2. — Have you got any pets? — Yes, I've got _____ goldfish, about 10 altogether. 3. This is _____ house that Jack built. 4. _____ price of _____ electricity has gone up a lot this year. 5. _____ children are still at _____ school. They have _____ extra lesson this afternoon. 6. There is a beautiful statue in _____ church near our house. 7. It was _____ broad day.

9. Express the same in English.

1. Если бы у нас были свечи, мы бы зажгли их и поставили на стол. 2. Как жаль, что я не знаю содержания этой новой книги! 3. Если бы я была библиотекарем, я бы читала все новые книги. 4. Если бы только он умел играть на каком-нибудь музыкальном инструменте — на пианино или скрипке! 5. Если бы вы меньше прак-

тиковались, ваши успехи в английском были бы хуже. 6. Как жаль, что у меня мало времени, чтобы ходить в театр. Я бы посмотрел все современные пьесы.

10. Complete the sentences with new words from Topical Vocabulary.

1. Our football team s_____ three wonderful goals in the match on Saturday. 2. The novel was so m_____ that I cried when I was reading it. 3. My brother and I like and dislike the same things; we have much in c_____. 4. She wears her hair in a beautiful long p_____. 5. This is a very important day for the actors and the director: it's the last time they are r_____ before the performance. 6. Sit down and let's play a game of d_____. 7. The person who writes stories that are made into films is called a s_____. 8. Many teenagers want to be i_____ and decide what to do for themselves. 9. No orchestra can play without a c_____. 10. Stephen always shares with his brothers and sisters; no one can call him g_____.

11. Complete the verb chart.

1.		row		
2.				skiing
3.			swam	
4.				done
5.				riding
6.		drive		
7.	весить, взвешивать			
8.	нырять			
9.		keep		
10.			practised	

FINAL TEST

1. Spell the words.

- | | |
|----------------|-----------------|
| 1. [im'preʃn] | 6. ['fɪlθr] |
| 2. [sɜ:tʃ] | 7. [dɪ'spaɪz] |
| 3. [dɪ'vəʊə] | 8. [trɪ'mendəs] |
| 4. ['fɔ:tʃnət] | 9. ['kændlɪ] |
| 5. [feə] | 10. ['strʌgl] |

2. Listen to the story "The Lion and the Mouse" and choose the right item to complete the sentences.

1. It all happened in the _____ jungle.
a) African b) Indian
2. A lion caught a mouse and _____.
a) killed it b) was about to kill it
3. The lion was _____ that the mouse would be able to help him some day.
a) not sure b) sure
4. The lion agreed to free the mouse _____.
a) if it helped him b) anyhow
5. The lion said he _____.
a) would kill the mouse in future b) would possibly kill the mouse in future
6. When the lion got in a net, the mouse _____.
a) ignored him b) freed him
7. The lion said he would never do any harm to the mouse because _____.
a) of its help b) he liked the little animal

3. Read the text and mark true and false statements after it.

Why Do Men Wear Beards?

When you see a man with a beard, doesn't he somehow look impressive and important? In the history of man, this has been the way people looked upon beards. It was a sign of manhood.

That's why you will find that in ancient times, when an important person was shown, he was usually shown with a beard. The Greek god, Zeus, was shown with a beard; drawings representing God showed

a beard; Abraham and King Arthur were always pictured with beards.

In the western civilization, there is no general rule about beards. Sometimes they were considered stylish and right for men to have, sometimes no man would want to be seen with a beard.

Long before the conquest of England by the Normans, the beard was considered unfashionable and not worn by men. Then the style changed and beards became popular again. The kings of England, who set the fashions that men followed, demonstrated different tastes for beards. For example, Henry II had no beard, Richard II had a small beard, Henry III had a long beard.

By the middle of the thirteenth century, most men were wearing full and curled beards, and it was common in the fourteenth century. Then beards disappeared again during the fifteenth century, and slowly began to come back into fashion with the sixteenth century. It was Henry VIII who made the beards fashionable again.

During the time of Queen Elizabeth I, lawyers, soldiers, courtiers, and merchants all had beards. But when Ann became queen of England, nobody who was anybody wore either a beard or moustache, or whiskers. In fact, when George III was imprisoned and his beard was allowed to grow, many of his followers felt this was the most horrible and insulting thing of all.

So you see that shaving the beard off for a man has not been a question of having a razor*. These have existed for thousands of years. To wear a beard or not has been simply a question of style.

Statements:

True False

1. In ancient times people believed that a beard made a man look more important.
2. Fashion for beards changed with time.
3. On the British Isles men began shaving their beards off only as a result of the Norman conquest.
4. All English kings wore small beards.
5. Henry VIII lived in the sixteenth century.

<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>

* razor ['reɪzə] — бритва

6. Razors have appeared only recently and when they appeared the fashion for beards changed.

4. Fill in the gaps to complete the sentences with the phrasal verbs *to turn*, *to rush*, *to do*, *to run*, *to get*, *to set*.

1. It's getting late. Don't you think it's time to ____?
a) set about b) set off
2. Jack ____ the radio as he couldn't concentrate on the article he was reading.
a) turned down b) turned on
3. ____ the pancake or it will get burnt.
a) Turn over b) Turn on
4. I'll ____ my bedroom but a little later.
a) do out b) turn out
5. Diana is not very pleasant to deal with. She always ____.
a) runs her friends down b) gets her friends down

5. Choose the right words to complete the sentences.

1. It's a great idea to (make/do) dinner for our parents. 2. Who is the (oldest/eldest) member of your family? 3. The Borisovs have a wonderful home library and allow me to borrow (either/any) of their books. 4. John's (home/house) was the smallest in this street. 5. — What's the matter? — Oh, I can't walk: I've hurt my (finger/toe) on a big stone at the side of the road. 6. Listen to me, Peter! You won't go for a walk (unless/if) you do your homework properly. 7. This seaside place is famous for its (gold/golden) sand beaches. 8. Al is a handy man, he can even (mend/repair) a TV set. 9. Hello! What's the (last/latest) news? 10. How large is the (dictionary/vocabulary) of our seventh formers? 11. I'll have to say goodbye, I'm getting off at the (nearest/next) stop.

6. Open the brackets to make the story complete.

Gold Fever

Gold mining is not easy, but whenever gold has been discovered, people (attract)¹ by it. In 1851 gold (discover)² in South Africa. The gold mines (turn)³ out (be)⁴ the richest in the world. People (build)⁵ a

town near the gold fields and (call)⁶ it Johannesburg. Today it (be)⁷ one of the biggest towns in Africa. South Africa now (produce)⁸ $\frac{3}{4}$ of the world's gold.

In 1896 an American Indian (discover)⁹ gold near the Klondike River in Canada. Within a year a new town (build)¹⁰. One could (see)¹¹ fortune hunters (arrive)¹² from all over Canada and the USA.

There (be)¹³ gold in Britain too. Royal wedding rings always (make)¹⁴ of gold from Wales. But people who (search)¹⁵ for gold in some Welsh rivers (have to)¹⁶ (spend)¹⁷ a very long time washing before they (find)¹⁸ even a small grain of gold.

There (be)¹⁹ still gold fever today in South Africa. But it is not about digging for gold. The most popular "soap opera" on South Africa TV (call)²⁰ "Egoli — Place of Gold". It's not about those who (dig)²¹ gold many years ago, it's about people who (live)²² in Johannesburg — the city (build)²³ on gold.

7. Express the same using passive constructions.

Example: *Sandy doesn't make any mistakes in his English tests. — No mistakes are made by Sandy in his English tests.*

1. The car stopped and wouldn't start again. So we pushed it to the side and repaired. 2. We often devour interesting books without noticing the beauty of the author's style. 3. Parents often give their teenager children some pocket money. 4. Merryminde made a real bargain when he bought the fiddle at the fair. 5. I don't want you to rush at me for a harmless joke that I played. 6. One shouldn't threaten little children, it's very bad for their mental health. 7. When I opened the door, I couldn't believe my eyes: they had turned the whole house upside down. 8. They have weighed the luggage carefully. Don't worry.

8. Put in the articles where necessary.

1. — Drink _____ coffee, it's getting cold. — It's OK, I don't like _____ hot coffee. 2. _____ sun was shining in _____ sky, there was _____ light wind blowing. It was _____ real spring. 3. — Where is _____ fish? — It's in _____ fridge. 4. Jack is _____ criminal, he has spent two years in _____ prison. His sister often goes to _____ prison to see him. 5. My cousin's family love _____ music, but they don't have _____ musical instruments at home. 6. I liked _____ idea of going to _____ British Museum.

9. Express the same in English.

1. Если бы Джейн была переводчицей, она смогла бы сейчас по-работать. 2. Если бы он не был так груб, о нем бы так много не го-ворили. 3. Жаль, что Алиса так расстроена (разочарована) своими оценками. 4. Если бы Ник был дома, он бы нам позвонил. 5. Если бы мы вскоре получили письмо от нее, мы бы знали последние но-вости. 6. Если бы мы отправились туда в восемь утра, мы бы при-были около шести вечера. 7. Если бы у меня было много книг, я бы прочитала их все.

10. Complete the sentences with the new words from the sections a) New Words to Learn; b) Topical Vocabulary.

A. 1. Going to the mountains! It's the best a _____ I could dream of! 2. I'm afraid I don't understand the language the man is speaking. We need an i _____. 3. Are there any gift shops in this n _____? 4. — Will you take me to the disco on Saturday? — All right, I will. I p _____. 5. I think the table would look much nicer with a white t _____ and two or three aromatic c _____. 6. — Do you know the t _____ the orchestra is playing? — Oh, yes, it's my favourite. 7. Sam was d _____ in love with Mary but never told her about his feel-ings. 8. Look at your hands! They are absolutely f _____. Go and wash them.

B. 1. Your husband's or wife's father is your f _____. 2. When the curtain rose, the audience saw some beautiful s _____ on the stage. 3. The judge in football is called a r _____. 4. Sir Walter Scott is called the father of the h _____ novel. 5. Uncle Tom's m _____ and b _____ are getting grey with age. 6. Very soon we'll begin reading English books in the o _____. 7. The place in the theatre that the audience can't see is called b _____. 8. My parents have always e _____ me to become a doctor.

11. Complete the verb chart.

1.	покидать, оставлять				
2.		lose			

3.				meaning
4.			risen	
5.	бежать			
6.		sell		
7.	петь			
8.		forecast(ed)		
9.			freezing	
10.			known	

LISTENING COMPREHENSION TEXTS

UNIT 2

Does It Make Any Difference?

A friend of ours, John by name, was walking down the beach at sunset. As he walked along, he saw another man in the distance. Our friend noticed the man lean down, pick something up and throw it into the water. In a few minutes the man leaned down again, picked something up and threw it again into the ocean.

As John came nearer, he noticed that the man was picking up starfish that had been washed up on the beach and then throwing them back into the water. John came up to the man and said, "Good evening, friend. I was wondering what you are doing."

"I'm throwing these starfish back into the ocean. If I don't throw them back into the sea, they will die up here."

"I understand," John answered, "but there must be thousands of starfish on this beach. You can't possibly get to all of them. There are simply too many. Can't you see that you can't make a difference?"

The other man smiled, picked up another starfish, and as he threw it back into the sea, he said, "Made a difference to that one!"

UNIT 3

Little Rose

It was at least two months before Christmas when nine-year-old Rose told her father and me that she wanted a new bicycle. As Christmas got nearer she seemed to forget about her wish, so we thought. And we bought a beautiful doll and a doll's house for her. Then, much to our surprise, on December 23rd, Rose said that she really wanted a bike more than anything else.

It was just too late with all the details of preparing Christmas dinner and buying last-minute gifts, to take the time to choose the "right bike" for our little girl. So, here we were — Christmas Eve around 9 o'clock pm, with Rose and her younger brother Willy sleeping happily in their beds. We could now think only of the bicycle, we felt that we were bad parents who would disappoint our child.

"What if I make a little bicycle out of wood and write a note that she could exchange it for a real bike?" her dad asked. His idea was that as she was "such a big girl", it should be much better for her to pick it out herself. So he spent the next several hours at night working with a piece of wood to create a very small model bike.

On Christmas morning Rose opened the little yellow box with the beautiful red and white bike and the note in it. She read the note aloud. "Does it mean that I must exchange this little bike that Daddy made for me for a real one?" she asked. "Yes," I answered.

Rose had tears in her eyes when she said, "I will never exchange this beautiful bicycle that Daddy made for me. I'd rather keep this than get a real bike."

We were rather surprised but at that moment we could move heaven and earth to buy her every bicycle on the planet.

UNIT 4

A Bedtime Story (An Old Japanese Legend)

Many of the Japanese legends fall into the category of morality tales. They often praise some things and criticize others. When these tales come into another culture, they often take on some ironic or unbelievable aspect. American and European children who do not know much of the Japanese culture react to these tales with astonishment and disbelief. "A Bedtime Story" is one of these "unbelievable" tales.

Once upon a time, an old Japanese legend goes as told by Papa, an old woman travelled through many small villages. She was looking for some place where she could spend the night. Each door opened a little in answer to her knock, then closed. She was not able to walk any further. With a lot of difficulty she climbed a hill, found a clearing and there lay down to rest a few moments to catch her breath.

The village town below lay asleep except for a few starlike lights. Suddenly the clouds opened and a full moon came into view over the town. The old woman sat up, turned toward the village town and called out: "Thank you, people of the village. You have been kind to me in refusing me a bed for the night. Now I can see this wonderful sight."

Papa paused. I waited. In the comfort of our home in Seattle overlooking the valley, I shouted: "That's the end?"

UNIT 6

The Dinner Party

It all happened in India. At a large dinner party the guests were discussing a typical behaviour of people when they were in some crisis. One of the guests, an officer, said: "A woman's reaction will differ from a man's behaviour. A typical woman's reaction in any crisis is to scream. A man has much more nerve control. And that is what counts."

One of the guests, an American naturalist, did not join in the argument. He watched the other guests. Suddenly he saw that the hostess changed in the face and whispered something to a servant. The servant came back very soon and placed a bowl of milk on the veranda just outside the open doors.

The American naturalist understood everything. In India, milk in a bowl means only one thing. It is a bait for a snake. He realized that there must be a cobra under the table.

The American's first impulse was to jump back and warn the others. But he knew that would frighten the cobra and it would attack somebody. He then spoke quickly but loudly: "I want to know just what control everyone at this table has. I will count three hundred — that's five minutes — and not one of you must move. Those who move will pay fifty rupees. Ready? Go!" The twenty people sat like stone images while he was counting. When he was saying "two hundred and eighty", out of the corner of his eye, he saw the cobra crawling for the bowl of milk. In a minute it was on the veranda. The American made a huge jump and shut the glass doors. The guests began screaming when they understood what had just happened.

After a few moments the host said: "You were right, Officer. A man has just shown us an example of perfect control."

"Just a minute," cried the American, turning to his hostess. "Mrs White, how did you know that there was a cobra in the room?"

A little smile appeared on the woman's face as she answered: "I knew it because it was crawling across my foot."

UNIT 7

Marie Curie the Greatest Woman-Scientist

Madame Curie was born in Warsaw, Poland, in 1867. Her name was Marie Sklodowska. Her mother died when she was still a child and her

father, who was a teacher of physics and mathematics, brought her up alone.

While other girls were playing with dolls, she was helping her father with his experiments. At the age of 16 she graduated from a college with high honours. The only job she could find was that of a governess. But several years later she went to Paris to get a better education and to study chemistry. She also wanted to find a job in a scientific laboratory. The answer was everywhere the same: "Science is a man's job. A laboratory is no place for a woman." Finally she was lucky: Professor Lippman pitied her and she began working in Research Laboratories at Sorbonne University.

Soon she married Pierre Curie and they began working together. In 1898 their hard work was rewarded. They got some substance called radium. The discovery brought them the Nobel Prize in 1903.

Marie Curie was the only person in the world who received the Nobel Prize twice.

UNIT 8

The Story of Uncle Theo

Uncle Theo, my favourite uncle, is a quiet, gentle, absent-minded man. Once he wanted to get a job at a university. It was a very good post and there were a lot of candidates. As a result of the interview only Uncle Theo and his friend Adams were left. The committee didn't know which of the two to choose and asked each candidate to give a lecture.

Uncle Theo didn't leave his room for three days. He wrote his lecture and memorized it. Adams, who was his roommate, didn't seem to prepare for his lecture at all. He spent his time mainly in bars.

The day of the lecture came. Theo and Adams took their place on the stage. Then Theo discovered with horror that the papers of his lecture had disappeared. Great was his surprise and despair when he saw Adams take the stolen speech out of his pocket. Adams read it brilliantly. When Theo's turn came, he could do nothing but repeat the same lecture word for word, in a low dull voice. There was hardly any applause when he sat down.

When the committee chose Uncle Theo, everybody was greatly surprised. The Dean explained: "We were impressed by Mr Adams but Mr

Hobdell has such an excellent memory as he repeated the lecture word for word. A fine memory is necessary for this job."

Later in the evening the Dean came up to Uncle Theo, shook his hand and said: "Congratulations! But, my dear fellow, be careful while choosing friends and don't leave important papers lying about in future."

UNIT 9

The King and the Tortoise

There was once a king in the Animal Kingdom who thought he was the cleverest animal in the world. To prove this, he ordered the rest of the animals to make a dress of mist for the King. "If someone can do it, then he is cleverer than me," the King said.

The tortoise was the first to try. He promised to have the dress ready in seven days. A week later, however, he came to the King empty-handed.

The King laughed in triumph. He felt very clever indeed that he had thought up such an impossible task. "Well," said the King, "you are not clever enough to make a dress of mist for the King. The task is too difficult for you."

"You need not worry, Your Majesty. You'll soon have your dress. The only thing I need is thread."

"If that's all you need," said the King in good humour, "you can have all the thread in the world." And at the King's order a lot of balls of different thread were put before the tortoise.

"No, no, no," cried the tortoise. "This will never do. I don't want ordinary thread to finish the dress of mist. I need thread made from the sun's rays."

For a shocked moment the King stared speechless at the tortoise. Twice his mouth opened, but no words came. Then he smiled and said, "I can easily give you what you need. But what's the use? I don't want to have this silly dress. You have proved to me that you're clever enough to make one. This is all I wanted to know." The King closed his eyes and said with deep pleasure, "Oh, how happy it makes me to know that in my kingdom are the world's two cleverest animals — you and I!"

FINAL TEST

The Lion and the Mouse

In the African jungle a lion caught a mouse and was about to kill it. "Don't kill me!" asked the mouse. "Believe me, I can be very useful. Some day I am sure I will be able to help you." The lion laughed. "I don't think such a small creature will ever be able to help me," he said. "But I'll free you anyhow. However, next time we meet I may kill you." And the lion let the mouse go.

A few days later the lion got in a hunter's net. He couldn't free himself and roared furiously. Soon the mouse appeared. It chewed the ropes of the net, and freed the lion.

"Thanks," the lion roared. "Because of your help, I will never do any harm to you in the future."

1.	recognize	say	admitted	admitted	admitted
2.	learn	learn	learn	learn	learn
3.	point	point	point	point	point
4.	harm	harm	harm	harm	harm
5.	make	make	make	make	make
6.	give	give	give	give	give
7.	beat	beat	beat	beat	beat
8.	become	become	become	become	become

KEYS

TEST TO UNIT 1

1. 1. the Russian Federation 2. the State Duma 3. the President
4. St. Petersburg 5. 1147
2. 1. St. Basil Cathedral 2. the Monument to Minin and Pozharsky
3. Lobnoye Mesto 4. the Spasskaya Tower 5. the State History Museum
6. the State Department Store
3. 1. June, 12 2. January, 1 3. May, 9 4. March, 8 5. May, 1
6. February, 23 7. January, 7
4. 1. What are your national hobbies? 2. Do the Russians read much?
What books do they read? 3. Do the Russians like to sit down for a
nice long chat? 4. Are you a nation of sport lovers? 5. How do you cel-
ebrate your national holidays? 6. Do you keep up traditions? 7. Are the
Russians very hospitable? 8. What is the main symbol of Russia?
6. 1. were 2. thought 3. wanted 4. to be 5. grew 6. were expected
7. to stay 8. decided 9. to be 10. knew 11. would have to 12. fight
13. intended 14. to tell 15. worked 16. was given 17. chose 18. was
singing 19. was known 20. tried 21. to help 22. fought 23. made/had
made 24. showed 25. led
- 7.

1.	говорить	say	said	said	saying
2.	изучать, учить	learn	learnt/ learned	learnt/ learned	learning
3.	говорить, выступать	speak	spoke	spoken	speaking
4.	видеть	see	saw	seen	seeing
5.	делать	make	made	made	making
6.	делать	do	did	done	doing
7.	бить	beat	beat	beaten	beating
8.	становиться	become	became	become	becoming

9.	держать, хранить	keep	kept	kept	keeping
10.	причинить боль, ушибить	hurt	hurt	hurt	hurting

TEST TO UNIT 2

1. 1. realize 2. isolation 3. disappointed 4. vocabulary 5. interpreter
6. average 7. related 8. rude 9. old-fashioned 10. afterwards

2. 1. true 2. true 3. false 4. false 5. true 6. true 7. true

3. 1. b 2. a 3. a 4. b 5. a 6. b

4. 1. along 2. up 3. off 4. down 5. over 6. out 7. away

5. 1. tongue 2. disappointed 3. helpful 4. isolation 5. interpreters
6. average 7. afterwards 8. related 9. practised 10. realize 11. almost
12. drill 13. vocabulary 14. rude

6. A. 1. gases 2. baths 3. waltzes 4. pennies 5. roofs 6. grape-
fruit/grapefruits 7. schoolchildren 8. deer 9. sheep 10. women

B. 1. a wife 2. a man 3. a tooth 4. a mouse 5. a day 6. a watch 7. an
army 8. a fish 9. a swine 10. an ox

7. 1. loved 2. asked 3. to paint 4. waited 5. had not brought/didn't
bring 6. ran 7. wanted 8. to see 9. brought 10. appeared 11. got
12. said 13. can/could 14. paint 15. did you keep/have you kept
16. come 17. asked 18. led 19. lay 20. was 21. explained 22. took/has
taken 23. to learn 24. to paint

8. 1. a 2. the, the 3. a 4. the, the 5. the 6. the, a, the 7. a, the, the
8. the 9. the 10. a, a

9. 1. Don't buy this dress. It looks old-fashioned. 2. I like vegetables
and fruit. 3. Have you got/Do you have any dictionaries at home?
4. I have never worked as an interpreter at conferences. 5. Nick said
he was sorry that he had disappointed you. 6. If Alice doesn't practise
her English, she won't pass her exam with a good mark.

10.

1.	давать	give	gave	given	giving
2.	покупать	buy	bought	bought	buying
3.	брать	take	took	taken	taking

4.	получать	get	got	got	getting
5.	практиковать(ся)	drill	drilled	drilled	drilling
6.	иметь связи, связывать	relate	related	related	relating
7.	понимать	understand	understood	understood	understanding
8.	лежать	lie	lay	lain	lying
9.	дуть	blow	blew	blown	blowing
10.	класть, положить	lay	laid	laid	laying

TEST TO UNIT 3

1. 1. cheerfully 2. regretted 3. firm 4. winding 5. knock 6. struggle
7. bowl 8. share 9. repair 10. candle

2. 1. a 2. c 3. b 4. c 5. b 6. c 7. c 8. a 9. a 10. c

3. 1. five 2. minds 3. extrasensory perception, ESP 4. psychologists (parapsychologists) 5. look into the future 6. ESP exists

4. 1. into 2. upside down 3. up 4. up/down 5. inside out 6. out 7. over
5. 1. repairing 2. winding 3. bowls 4. cheerfully 5. light 6. push, pull
7. share 8. regret(ted) 9. bounce 10. struggle 11. knock 12. candles
13. close 14. firm

6. 1. have already watered 2. had been 3. will/shall have finished
4. will/shall have been 5. had eaten 6. had just sat 7. had fed 8. has mended 9. has made 10. will have arrived

7. 1. the/a, the, — 2. the, the 3. —, — 4. — 5. the, a, the 6. a, a, the, the, —/the 7. the 8. the, the/— 9. the/an, the, the 10. the

9. A. 1. Wicked witches like to turn people into animals. 2. Please turn up the television. I can't hear the words of the song. 3. Suddenly James turned up at/on the corner of the street. 4. I had turned/turned everything upside down in my bedroom, but couldn't find my purse. 5. Turn down the tape recorder, I'm working. 6. Turn the fish over, please, or it can burn/get burnt. 7. The new teacher turned out to be kind and understanding.

B. 1. Can you see anything by the light of the candle? 2. Which is lighter — paper or metal? 3. I ask you not to knock on/at the door

loudly. I think their bouncy boys are sleeping now. 4. There was a green bowl of fruit on the table, wasn't there? 5. Do you prefer to sleep on a firm bed or on a soft one? 6. Don't regret of what you have done. 7. Can you/Will you be able to help little Johnny to wind his toy car? 8. Polly is a very cheerful child. 9. Pull the door and it will open. 10. For many people life is a real struggle.

10.

1.	поворачивать(ся)	turn	turned	turned	turning
2.	зажигать	light	lighted/lit	lighted/lit	lighting
3.	заводить	wind	wound	wound	winding
4.	сожалеть	regret	regretted	regretted	regretting
5.	скакать	bounce	bounced	bounced	bouncing
6.	толкать	push	pushed	pushed	pushing
7.	спать	sleep	slept	slept	sleeping
8.	носить (об одежде)	wear	wore	worn	wearing
9.	вставать, подниматься	rise	rose	risen	rising
10.	терять	lose	lost	lost	losing

TEST TO UNIT 4

1. 1. promise 2. mumble 3. murmur 4. tremendous 5. solemnly 6. anxious 7. weight 8. particular 9. paw 10. wave

2. 1. true 2. false 3. false 4. true 5. true 6. false 7. true 8. true

3. 1. true 2. false 3. false 4. true 5. false

4. 1. TV 2. truck 3. muffin 4. suspenders 5. subway 6. sneakers

5. 1. into/in 2. at 3. to 4. at 5. at 6. in

6. A. 1. gloomy 2. weigh 3. bent 4. anxious 5. particular 6. fussy 7. solemn 8. mumble

B. 1. attractive 2. considerate 3. well-mannered 4. caring 5. sense 6. cheerful 7. patient 8. reliable 9. ill-mannered 10. greedy 11. strict 12. nasty 13. moody 14. fussy

7. 1. longer, longest 2. cheaper, cheapest 3. smaller, smallest 4. newer, newer/newest 5. easier, the most difficult
 8. 1. b 2. a 3. b 4. a 5. b 6. b
 9. 1. was raining 2. started 3. was blowing 4. arrived 5. had stopped 6. were flying 7. were 8. would/should have 9. did 10. visited 11. felt 12. saw 13. walk/walking 14. was 15. were told 16. were living/lived 17. had lived 18. had already become 19. were leaving/left 20. led 21. found 22. watched 23. floating
 10. 1. a, the 2. a, the, a 3. the 4. a, a, the 5. the, a
 11. 1. The grass was emerald green and looked very attractive. 2. What tremendous news! 3. What is the weight of this box? 4. How much does Johnny weigh? 5. He promised solemnly to solve all the problems. 6. Don't mumble — I don't understand anything (I understand nothing). And speak louder/more loudly. You are murmuring something under your nose and nobody can hear (hears) you.

12.

1.	бросаться, кидаться	rush	rushed	rushed	rushing
2.	позволять	let	let	let	letting
3.	махать	wave	waved	waved	waving
4.	бросать	throw	threw	thrown	throwing
5.	склоняться(ся)	bend	bent	bent	bending
6.	красть, воровать	steal	stole	stolen	stealing
7.	казаться	seem	seemed	seemed	seeming
8.	взвешивать, весить	weigh	weighed	weighed	weighing
9.	пахнуть	smell	smelled/smelt	smelled/smelt	smelling
10.	светить, блестеть	shine	shone	shone	shining

TEST TO UNIT 6

1. 1. spoil 2. cosy 3. devour 4. manage 5. search 6. fascination
7. speech 8. watchful 9. librarian 10. chatterbox

2. 1. true 2. true 3. false 4. false 5. true 6. false 7. false

3. 1. b 2. a 3. b 4. b 5. a

4. 1. away 2. down 3. out 4. out 5. over 6. out

5. A. 1. popped 2. manage 3. fascination 4. cosy 5. telly 6. librarian
7. picked 8. spoil 9. devoured 10. contents

B. 1. well-known, writer, famous, poetess 2. adventure, classics 3. edition 4. detective, romances 5. characters 6. fairy tales 7. abridged, unabridged 8. boring, depressing 9. original 10. hardcover 11. historical 12. witty

6. 1. you will write a/the test 2. send the letter tomorrow 3. If you murmur the poem 4. If he promises to come on time 5. when he will come 6. if the weather doesn't change

7. 1. — 2. a 3. a 4. the 5. a, — 6. an 7. the 8. — 9. —

8. 1. were 2. thought 3. could 4. paint 5. said 6. will have been painting 7. meet 8. will bring 9. will be 10. agreed 11. came 12. were hung/hung/were hanging 13. was covered 14. will show 15. cried 16. drew 17. began 18. to clap/clapping 19. flew 20. tried 21. have won 22. roared 23. looks 24. has fooled 25. is 26. smiled 27. is 28. have fooled 29. has fooled

9. 1. How long does it take you to fill this container? 2. Jane introduced her new friend to her grandparents and he made a good impression on them. 3. That was a dangerous adventure. 4. Do you know the contents of this novel? 5. Alice's present impressed Wendy. It was a tiny doll in a tiny flat. 6. I would like to become a librarian instead of becoming a doctor.

10.

1.	всунуть, внезапно появиться	pop	popped	popped	popping
2.	портить	spoil	spoilt/spoiled	spoilt/spoiled	spoiling
3.	справляться	manage	managed	managed	managing
4.	глотать	devour	devoured	devoured	devouring

5.	искать	search	searched	searched	searching
6.	поднимать	pick (up)	picked	picked	picking
7.	писать, диктовать по буквам	spell	spelt/spelled	spelt/spelled	spelling
8.	класть, положить	lay	laid	laid	laying
9.	прятать	hide	hid	hidden	hiding
10.	есть	eat	ate	eaten	eating

TEST TO UNIT 7

1. sculpture 2. musician 3. foyer 4. architecture 5. designer 6. cloak-room 7. soloist 8. usher 9. architect 10. matinée
1. false 2. true 3. true 4. false 5. false 6. true 7. true 8. false
1. false 2. true 3. true 4. false 5. true 6. false 7. true
1. repair 2. greeted 3. golden 4. throw 5. sour 6. fortunate
1. a 2. — 3. a 4. the 5. a 6. a 7. — 8. the 9. — 10. the
1. had arranged 2. turned 3. happened 4. was 5. had offered 6. were put 7. to watch 8. approaching 9. had been left 10. was constructed 11. arrived 12. had been sitting 13. heard 14. was/had been tied 15. was moving 16. had seen 17. fell 18. drew 19. had died 20. hasn't been shot 21. has died 22. had hit 23. appeared 24. is being decorated 25. be rewarded
1. The difficult rule had to be explained twice. 2. Fruit isn't grown in this part of the country. 3. A new piece of jazz is being performed. 4. New scenery has been designed for the play. 5. The actor had been made up and was ready for the scene. 6. She was laughed at because of her funny hat. 7. The leading actress was sent for to start the rehearsal. 8. The new ballet is much spoken about.
1. to 2. out 3. about 4. off 5. about 6. out
1. If Mary-Ann is sent for and agrees to take part in the production of the play, they will be able to set about rehearsing it in autumn. 2. This play has been performed for more than 10 years. 3. Be quiet, my favourite melody is being played. 4. A thriller is being staged in our drama theatre, and this play is much spoken about. 5. The Royal

ballet will come to our town in high summer. 6. The children left the house at dusk to get to the town in time for the matinée.

10.

1.	ставить, помещать	set	set	set	setting
2.	распространять	spread	spread	spread	spreading
3.	настраивать	tune	tuned	tuned	tuning
4.	ронять	drop	dropped	dropped	dropping
5.	трясти, качать	shake	shook	shaken	shaking
6.	платить	pay	paid	paid	paying
7.	жечь, сжигать	burn	burnt	burnt	burning
8.	стоить	cost	cost	cost	costing
9.	сражаться, бороться	fight	fought	fought	fighting
10.	лежать	lie	lay	lain	lying

TEST TO UNIT 8

1. 1. archery 2. coach 3. wrestling 4. stadium 5. gymnastics 6. desperate 7. martial arts 8. tournament 9. property 10. climbing

2. 1. true 2. false 3. true 4. false 5. false 6. true 7. false

3. 1. b 2. c 3. a 4. c 5. a 6. c 7. a

4. 1. either 2. broken 3. filthy 4. team 5. make

5. 1. was moving 2. are going/will go 3. does it feel 4. was raining
5. were sailing 6. hasn't stopped 7. had been working 8. were return-
ing 9. had 10. had sent 11. hadn't seen 12. could 13. see 14. had been
missing 15. was heading 16. are coming 17. ran

6. 1. up 2. out 3. best 4. good 5. with 6. up 7. away

7. 1. If Helen sang or played the violin, she would be able to take part
in the concert. 2. If the crew trained for the competition, they would
win. 3. I would be happy if my favourite team scored. 4. If the police

worked well, thieves wouldn't steal children's bikes. 5. If people went in for sport, they wouldn't fall ill/would be healthy. 6. If Bob trained hard, he would set a record. 7. If I had money, I would buy skates. 8. If Bob had tools, he would repair your TV set.

8. 1. — 2. the 3. the 4. — 5. — 6. the 7. — 8. — 9. — 10. — 11. the 12. the 13. the 14. the 15. the 16. the 17. the 18. the

9. 1. If Tom were all right (were not ill), our team would win the competition. 2. If Suzie dressed up, I would go to the party with her. 3. If your brother were well-bred, he wouldn't stare at people. 4. You won't score a goal if you don't train from morning till night. 5. If I had a brother, I would like him to go in for fencing. 6. We will win if they draw the game.

10.

1.	заполнять	fill	filled	filled	filling
2.	лаять	bark	barked	barked	barking
3.	указывать	point	pointed	pointed	pointing
4.	бить	beat	beat	beaten	beating
5.	угрожать	threaten	threatened	threatened	threatening
6.	презирать	despise	despised	despised	despising
7.	распространять	spread	spread	spread	spreading
8.	ставить, помещать	set	set	set	setting
9.	портить	spoil	spoilt/spoiled	spoilt/spoiled	spoiling
10.	брать	take	took	taken	taking

TEST TO UNIT 9

1. 1. interpreter 2. anxious 3. weight 4. beyond 5. property 6. knock 7. bowl 8. fascination 9. throw 10. sour

2. 1. a 2. b 3. a 4. a 5. b 6. b

3. 1. true 2. false 3. false 4. false 5. true 6. true

4. 1. a 2. a 3. a 4. b 5. a 6. b

5. 1. dictionary 2. houses 3. fell asleep 4. latest 5. older 6. toe, feet
7. golden 8. made 9. unless 10. either

6. 1. wouldn't be 2. come 3. will/shall bring 4. spent 5. thought
6. would be 7. were 8. would be 9. dreamed 10. returned 11. said
12. had brought 13. was waiting 14. laid 15. goes 16. smiled 17. was
written 18. rushed 19. to look 20. saw 21. had never been 22. had ever
seen 23. had ever owned

7. 1. ... what tune is being played. 2. This new periodical has just been
published. 3. Eric's solemn speech was only laughed at. 4. Talented
young people are being searched for our new theatre. 5. ... he was given
a plateful of wonderful fresh sweet-smelling strawberries. 6. Their
promise will be kept and the second edition of the book will be pub-
lished in April. 7. How is the news spread? 8. These tremendous plans
are being realized very fast.

8. 1. the, — 2. — 3. the 4. the, — 5. the, —, an 6. the 7. —

9. 1. If we had candles, we would light them and put them on the table.
2. I wish I knew the contents of this new book. 3. If I were a librari-
an, I would read all new books. 4. If (only) he could play some musi-
cal instrument — the piano or the violin! 5. If you practised less, your
progress in English would be worse. 6. I wish I had more time to go
to the theatre. I would see all the modern plays.

10. 1. scored 2. moving 3. common 4. plait 5. rehearsing 6. draughts
7. scriptwriter 8. independent 9. conductor 10. greedy

11.

1.	гребти	row	rowed	rowed	rowing
2.	кататься на лыжах	ski	ski'd/skied	ski'd/skied	skiing
3.	плавать	swim	swam	swum	swimming
4.	делать	do	did	done	doing
5.	ехать верхом	ride	rode	ridden	riding
6.	водить машину	drive	drove	driven	driving
7.	весить, взвешивать	weigh	weighed	weighed	weighing
8.	нырять	dive	dived	dived	diving

9.	держать, хранить	keep	kept	kept	keeping
10.	практиковаться	practise	practised	practised	practising

FINAL TEST

1. 1. impression 2. search 3. devour 4. fortunate 5. fair 6. filthy
7. despise 8. tremendous 9. kindly 10. struggle

2. 1. a 2. b 3. a 4. b 5. b 6. b 7. a

3. 1. true 2. true 3. false 4. false 5. true 6. false

4. 1. b 2. a 3. a 4. a 5. a

5. 1. make 2. oldest 3. any 4. house 5. toe 6. unless 7. golden 8. repair
9. latest 10. vocabulary 11. next

6. 1. have been attracted 2. was discovered 3. turned 4. to be 5. built
6. called 7. is 8. produces 9. discovered 10. had been built/was built
11. see 12. arrive/arriving 13. is 14. have been made/are made
15. search 16. have to 17. spend 18. find 19. is 20. is called
21. dug/were digging 22. live 23. built

7. 1. So it was pushed to the side and repaired. 2. Interesting books
are often devoured without ... 3. Teenager children are often given
some pocket money (by their parents)/Some pocket money is often given
to teenager children (by their parents). 4. A real bargain was made (by
Merrymind) when the fiddle was bought at the fair. 5. I don't want
to be rushed at for a harmless joke that I played (that was played by
me). 6. Little children shouldn't be threatened ... 7. ...the whole house
had been turned upside down. 8. The luggage has been weighed care-
fully.

8. 1. the, — 2. the, the, a, — 3. the, the 4. a, —, the 5. —, —
6. the, the

9. 1. If Jane were an interpreter/translator, she could work now. 2. If
he were not so rude, he wouldn't be so much spoken about. 3. I wish
Alice were not so much disappointed about her marks. 4. If Nick were
at home, he would call us. 5. If we got a letter from her soon, we would
know the latest news. 6. If we set off there at 8 in the morning (am),
we would arrive about 6 in the evening (pm). 7. If I had a lot of books,
I would read all of them (them all).

10. A. 1. adventure 2. interpreter 3. neighbourhood 4. promise 5. table-
cloth, candles 6. tune 7. desperately 8. filthy

B. 1. father-in-law 2. scenery 3. referee 4. historical 5. mother/mother-in-law, brother/brother-in-law 6. original 7. backstage 8. encouraged 11.

1.	покидать оставлять	leave	left	left	leaving
2.	терять	lose	lost	lost	losing
3.	значить	mean	meant	meant	meaning
4.	вставать, подниматься	rise	rose	risen	rising
5.	бежать	run	ran	run	running
6.	продавать	sell	sold	sold	selling
7.	петь	sing	sang	sung	singing
8.	предсказывать погоду	forecast	forecast/ forecasted	forecast/ forecasted	forecasting
9.	замерзать	freeze	froze	frozen	freezing
10.	знать	know	knew	known	knowing

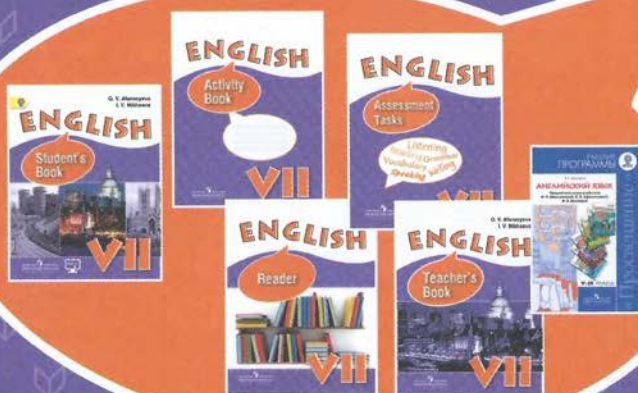
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